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**Wycliffe C of E Primary School**

**Behaviour Support Assistant**

**Full Time Permanent**

**Term time only 32.5 hours per week**

**Band 6, SCP 6-11**

**Actual Salary £18,537 - £20,072**

Recruitment Information Pack:



**Timeline**

**Closing date: 12 noon Friday 14th March 2025**

**Interview:**  **Wednesday 19th March 2025**

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Dear Prospective Applicant,

Thank you for your interest in the post of Behaviour Support Assistant at Wycliffe Church of England School which is required ASAP. This is an exciting opportunity for an outstanding practitioner who is highly motivated and keen to be part of a successful team.

Wycliffe Primary is a pupil-centred place of learning, fully committed to providing all the children in its care with the highest quality of education. Our goal at Wycliffe Primary is to become an outstanding school that delivers educational excellence. You will be fortunate to be part of a team that demands the highest standards of teaching and learning and delivers this with commitment and enthusiasm. We are seeking to appoint an inspirational, motivated practitioner who will work as a team player under the direction of the SLT.

The school is a mainly two-form entry primary school for ages four to eleven years, based in Shipley, on the very doorstep of the World Heritage Site of Saltaire. We are only a short walk for the train station in Saltaire. The post holder will be employed by BDAT although their main place of work will be at Wycliffe Church of England Primary. We are very lucky to have a team of highly motivated, committed and extremely able professionals on our staff. To match this, our children are inquisitive, hard-working and enjoy their learning. A large part of our school ethos is around involving parents with their children’s learning and we want parents to feel welcome and valued in and around our school.

I would strongly recommend that you come to visit us in order to gain insight into the deeply rewarding career that working with our pupils and staff has to offer.

Virtual tour: <https://www.youtube.com/watch?v=kZUZOo4urfU&t=369s>

Kind regards,

Denise Baxter

Headteacher

## **Wycliffe CE Primary School Vision and Values**

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**Ethos**

We recognise that we represent only one of several key stepping stones along a child’s educational journey through life and, therefore, we aim to provide all of our pupils with a sound start to their education, and a smooth transition to subsequent senior schools.

Our ethos is based upon Christian principles. We seek to provide pupils with a clear and solid moral framework, part of which is tolerance of the different beliefs and cultures of others, and equal opportunities for all.

Wycliffe welcomes children of all different beliefs and world faiths. The main Christian festivals will be celebrated in a traditional manner but important religious festivals of other faiths are also discussed and enjoyed.

**Vision Statement – at the core of all we do**

***“Life in all its fullness” (John 10:10)***

*“Our vision is to ensure that our school family are happy and fulfilled in a creative learning environment. This is flexible and caters to individual needs while developing a life-long love for learning through which all members can flourish. We nurture an aspirational family of hard-working, respectful individuals who work collaboratively.”*

**Values Statement**

We shall achieve this vision through the promotion and celebration of our six Christian Values.



**About BDAT**

Wycliffe Primary School is a primary school within Bradford Diocesan Academies Trust. If you are successful in being appointed, the Trust will be your employer.

**General Information and Background**

Bradford Diocesan Academies Trust (BDAT) is a Multi-Academy Trust (MAT) supporting 20 primary and secondary schools in Bradford. We are a Trust which prides our self in delivering great education outcomes and life opportunities for all our children. We are an inclusive Trust working with children from a rich range of backgrounds who reflect our communities and the city we serve. We are proud to be all about Bradford and developing the future generation of lifelong learners who will go on to achieve incredible things.

BDAT is a Trust which recognises each of our schools is unique. We actively encourage and celebrate difference as we know each of our schools serves very different communities. However we also know that a key strength of being part of a Trust means together our schools can support each other, learn from each other and share great practice. As importantly we know from working our way through the COVID pandemic, that a problem shared really can be a problem halved, and by working together we can save ourselves time, money and lots of duplication of work.

We are a Trust which is value-led, and we know it is important that we consistently live these values. The Trust’s mission is “**to provide education of the highest quality within the context of Christian belief and practice**.” We strongly believe every child only has one chance at a good education.

Our core Trust values are **aspiration, inclusion, compassion, resilience and excellence**. We seek to model these values in all we do, including how we recruit and develop our staff, how we teach our students and how we liaise with our families, friends and partners. We are a proudly Christian organisation committed to providing high-quality education for all within our ethos. Whilst robust Christian principles underpin the work of the Trust, everyone is encouraged to explore their own spirituality and to recognise and understand that of others. We describe ourselves as having inclusive values believing these are as appropriate and important to staff and students of all faiths (and to those without faith) as they are to those who practice within the Church of England. It is for this reason we choose to support and sponsor Non-Church of England Academies, as well as those within the faith. Therefore, we welcome applications for this role from employees of all faiths as long as they understand and can promote the values which we share.

BDAT is a large Trust, however we pride ourselves in knowing and understanding our schools. We are all part of the BDAT family, and we all have the same motivation – to see our children succeed. For more information about us follow us on twitter @wearebdat or visit [www.bdat-academies.org](http://www.bdat-academies.org)

**BDAT’s Mission, Vision and Values**

**BDAT’s mission is:**

**‘To provide high quality education within the context of Christian belief and practice so that every child can fulfil their academic potential and accomplish their individual goals.’**

**Our vision is:**

‘That every student in a BDAT academy gets a happy and high quality education enabling competence, confidence and character to thrive; and that our Academies become the schools of choice in Bradford.’

**Our values are:**

**Aspiration** We set high expectation for ourselves, our children and our staff so that each of us is supported to achieve our own potential. We expect nothing but the best from ourselves and from others.

**Inclusion** We understand everyone is equal, without exception. We value and encourage diversity and difference. We proactively seek to learn from others.

**Excellence** We provide rigorous support and challenge to our schools and our students. We strive for excellence in all we do.

**Compassion**  We care for each other. We respect each other and treat our friends and colleagues how they would expect to be treated. We make sure we are safe, feel loved and are actively supported at all times.

**Resilience** We are ambitious and reflective. We are determined and brave in making decisions and when facing challenges. We expect our schools to provide us with the skills and knowledge to guide us through our future as life-long learners.

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|  | **Wycliffe CofE**  **Outline Job Description** |
|  |  |
| **POST TITLE:** | **BEHAVIOUR SUPPORT TEACHING ASSISTANT** |
|  |  |
| **GRADE:** | **BAND 6** |
|  |  |

**GENERIC INTRODUCTION:**

The following information is provided to assist staff joining Wycliffe to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, have been used, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. BDAT is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
4. BDAT is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

**PRIME OBJECTIVES OF THE POST:**

* To provide direct support in and/or out of class for pupils who have been identified as having emotional and behavioural difficulties (for a range of reasons) in the EYFS and throughout Key Stages 1 and 2. When starting or transferring schools, ensuring appropriate integration into class(es).
* To work with identified pupils within class or those who may need time away from class, individually or in groups, supporting their continued learning and the successful reintegration into class, as directed by the SENCO.
* To establish a working partnership with pupils that models social interactions and improves their social and academic skills, raises their self-esteem and provides small group opportunities for numeracy, English and other educational tasks.
* To assist in keeping detailed records of pupil’s behaviour, attainment and attendance in order to produce reports for meetings, half termly reviews or when required.
* May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.
* To undergo training to be a safeguarding lead – or already be one and thus take on CSC cases, attending meetings and writing reports under DSL guidance.
* Undertake safeguarding training to be a DDSL.

**KNOWLEDGE AND SKILLS:**

*(See Personnel Specification)*

**EFFORT DEMANDS:**

* Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary, eg dealing with a sick, injured or distressed child.
* Will contribute to the overall ethos/work/aims of the school.
* Will appreciate and support the role of other professionals.

**RESPONSIBILITIES:**

* Provide appropriate support for pupils, in line with the curriculum, that meets with their identified needs, under the guidance of the SENCO, that will support the pupil to engaging in learning and develop socially acceptable behaviours within and outside the school environment.
* Provide appropriate support for teaching staff to ensure a purposeful, orderly and productive working environment and that the classroom is adequately prepared and appropriate for the work to be undertaken.
* Provide timely and accurate preparation and use of specialist equipment/resources/materials as required by teachers in line with the curriculum and lesson planning that has been identified for the pupil.
* Provide regular and accurate feedback to pupils in relation to progress and achievement, identifying learning successes and achievement and prepare additional support where required.
* Supervise and support pupils that may have been removed from lessons to support reflection and their well-being, ensuring they carry out the work that has been provided by teaching staff, ensuring that the safety and security of the pupils are always maintained through registers and appropriate class management
* To report on the work progress and behaviour of pupils whilst they have been in nurture reflection time.
* In conjunction with teachers, administer routine tests and invigilate exams in the nurture space if required.
* Using strong ICT skills, assist in the preparation of monitoring and progress reports on a daily, weekly, half termly and annual basis, or as required, in conjunction with teachers, and ensure records are maintained as requested and updated with referrals and actions.
* Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour, ensuring health and safety of pupils at all times.
* Liaise sensitively and effectively with parents/carers as agreed with the class teachers within your role/responsibility and participate in feedback sessions/meetings with parents with, as directed.
* Support and assist regular reporting, where necessary, for SEN Reviews or professional meetings such as Looked After Child Reviews or Strategy Meetings for children in need.
* Have an instrumental role in transition arrangements between schools and phases, supporting teachers where necessary.
* Provide support in relation to administrative duties when required.
* To be accountable to the SENCO through weekly meetings and formal channels, eg performance management processes, monitoring reports required.

**ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:**

* May have long periods of sitting or standing.
* Available to work during school hours during term time but a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours and finish DDSL obligations before leaving.
* Will have direct and online contact with members of the public/other professionals, eg teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
* There may be occasions when the post holder may occasionally be subjected to antisocial behaviour from pupils directly or members of the public/parents/site users.
* This post may include a degree of manual lifting and handling. All staff are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
* Report all concerns to an appropriate person withing the school or trust.

Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level

**Intermediate Threshold Level**

The post holder should demonstrate:

• They can express themselves fluently and spontaneously with minimal effort and only the requirement to explain difficult concepts may hinder a natural smooth flow of language

SPECIAL CONDITIONS OF SERVICE:

* No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is require.

* **OTHER CONSIDERATIONS**
* To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school’s nominated member of the Safeguarding Team or the Headteacher.
* To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
* Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
* Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
* Must be legally entitled to work in the UK.

**PERSONNEL SPECIFICATION**

**D: Desirable**

**E: Essential**

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| --- | --- |
|  | **EXPERIENCE** |
| **E**  **E**  **D**  **D**  **E**  **E**  **E**  **E**  **E**  **E**  **D**  **E**  **E** | At least one year positive experience of working with EBD pupils in a support role.  Relevant experience, knowledge and understanding of young people whose behaviour is extremely challenging.  Training in cross curriculum planning and approaches to learning and key areas of need e.g. Autism and ADHA.  Experience of cross curricular collaborative approaches to education.  Experience and understanding of the benefit of Early Years practice to this setting.  A familiarity with Early Years approaches.  The ability and tenacity to manage pupils who have emotional and behavioural difficulties.  The ability to communicate effectively with a range of adults and students.  The ability to work as part of a team.  The willingness to carry out a range of non-teaching and welfare tasks.  The ability to produce comprehensive action plans and reports and maintain appropriate records.  High levels of integrity, honesty and credibility which will inspire confidence and trust from both internal and external stakeholders.  Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level. |
|  | **QUALIFICATIONS AND TRAINING** |
| **E**  **D**  **D**  **E**  **D**  **E** | GCSE Mathematics and English (A-C).  NVQ or equivalent or the ability to demonstrate high level of experience.  Recognised qualifications or able to demonstrate high level of Awareness and training in specific needs for Autism, Attachment Disorder and ADHD.  Willingness to continue to review own professional development.  Have an up-to-date DSL training record.  An up to date positive handling qualification or willingness to engage with this. |
|  | **KNOWLEDGE AND SKILLS** |
| **E**  **D**  **D**  **E**  **D**  **E**  **E** | A personal and professional commitment to equal opportunities, diversity and the promoting of good race relations.  Understanding of the ethos behind cross curricular teaching approaches.  Knowledge of the development of children and their needs.  An understanding and depth of knowledge of the many factors that contribute to emotional and social development.  Knowledge of the importance of collaborative approaches in and beyond school and the use of rewards and sanctions.  Ability to identify existing and potential barriers to learning.  An understanding and depth of knowledge of the many factors that contribute to emotional and social development.  In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level |

**PERSONNEL SPECIFICATION**

**D: Desirable**

**E: Essential**

|  |  |
| --- | --- |
|  | **EXPERIENCE** |
| **E**  **E**  **D**  **D**  **D**  **D**  **E**  **E**  **E**  **E**  **D**  **E**  **E** | At least one year positive experience of working with EBD pupils in a support role.  Relevant experience, knowledge and understanding of young people whose behaviour is extremely challenging.  Training in cross curriculum planning and approaches to learning and key areas of need e.g. Autism and ADHA.  Experience of cross curricular collaborative approaches to education.  Experience and understanding of the benefit of Early Years practice to this setting.  A familiarity with Early Years approaches.  The ability and tenacity to manage pupils who have emotional and behavioural difficulties.  The ability to communicate effectively with a range of adults and students.  The ability to work as part of a team.  The willingness to carry out a range of non-teaching and welfare tasks.  The ability to produce comprehensive action plans and reports and maintain appropriate records.  High levels of integrity, honesty and credibility which will inspire confidence and trust from both internal and external stakeholders.  Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level. |
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**How to Find Us**

**MAP**

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Wycliffe CE Primary School,  
Saltaire Road, Shipley, BD18 3HZ

T: 01274 584779

E:office@wycliffe.bdat-academies.org

https:// wycliffeprimary.org

**BDAT**

2nd Floor, Jade Building, Albion Mill,

Albion Road, Bradford, BD10 9TQ

T: 01274 909120

E: info@bdat-academies.org

W: [www.bdat-academies.org](http://www.bdat-academies.org)

**Selection Process Guidance**

**Safeguarding**

We are committed to safeguarding our pupils and will assess the candidate’s suitability for working with children as part of the selection process. We will check the accuracy of all information and investigate any perceived anomalies. We take up references prior to interview and use these to verify the information you have given us. Firm offers of employment are never made without satisfactory references. All potential employees are subject to an enhanced disclosure from the Disclosure and Barring Service.

**Inclusion**

As a Trust we are an inclusive employer. We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We are simply looking for the very best candidate for the job and will assess your application only on the information in your written application or your performance at interview should you be successfully shortlisted.

We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, or sexual orientation. The person specification sets out the criteria used to assess candidates through the selection process.

**Visits to the school**

Visits to the school are warmly welcomed and will give you an opportunity to ask questions about the role and the school to assess if this is somewhere you would like to work. Please call the office to book a place on 01274 584779.

**Applications**

Please ensure that all parts of the application are completed. We do not accept CVs as part of the selection process. Please ensure that you demonstrate how your experience and skills make you suitable for the position. Applications should be made online via [www.mynewterm](http://www.mynewterm) job reference EDV/2025/WCPS/33831

**Shortlisting**

We assess all applications against the person specification criteria using the evidence you provide in your application. This is done by a panel of senior staff and governors. We carefully check all applications for anomalies.

Candidates who best meet the person specification will be invited to an interview. We will notify you by telephone with e-mail confirmation to follow. If you have not heard from us within 3 days of the shortlisting date, you have not been successful at this stage.

**References**

We request references for all candidates who are invited to interview. Requests will be made at the same time that candidates are invited to interview. Your first referee should be your current or last, employer.

**Interview Process**

The interview will consist of a small group intervention task and formal interview. These are designed to allow you to demonstrate your skills and abilities. You will be asked to bring proof of qualifications and identity on the day.

**Final Selection**

Following the task and formal interview, we will use the person specification as a guide to select the most suitable candidate for our school. We will then telephone each candidate to inform them of the outcome. We will give brief feedback during this telephone conversation.

**Offer of Employment.**

We will make a verbal offer of employment by telephone on the day of the interview, and this will be confirmed in writing. Any offer is made subject to:

* References satisfactory to us.
* A satisfactory DBS check.
* Provision of proof of identity and qualifications.

**Timeline**

**Closing date: 12 Noon 14th March 2025**

**Interviews: Wednesday 19th March 2025**